

DOCUMENT RESUME

ED 113 529

95

CE 005 061

AUTHOR Peebles, James D.
TITLE Adult Basic Education and Adult High School Teacher Competency Inventory: Utah Study.
INSTITUTION Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Utah State Board of Education, Salt Lake City.
PUB DATE Sep 75
GRANT OEG-73-5213
NOTE 56p.
EDRS PRICE MF-\$0.76 HC-\$3.32 Plus Postage
DESCRIPTORS *Adult Basic Education; *Adult Educators; Educational Needs; Questionnaires; Rating Scales; *Secondary Education; State Surveys; *Surveys; *Teaching Skills
IDENTIFIERS Adult Basic Education Competency Inventory; *Adult Secondary Education; Utah

ABSTRACT

The survey, conducted to determine patterns of instructional needs as perceived by adult basic education (ABE) and adult high school (AHS) teachers, attempts to answer three questions: from a broad array of possible instructional competencies, which competencies do teachers (1) perceive as being of the highest priority? (2) feel they have the greatest ability to perform? (3) rate highest in priority and lowest in their ability to perform? The population surveyed consisted of 69 ABE teachers and 186 AHS teachers employed in Utah. A majority of the teachers did not respond; respondents were the more experienced teachers. The survey instrument, the Adult Basic Education Teacher Competency Inventory (revised October 1974), consisting of 170 statements of teacher competency previously established and validated, is appended. Teachers were asked to indicate the degree to which a teacher should be able to perform, and the degree to which they can perform, each competency. These are among the findings: ABE teachers felt most competent in those areas which they gave highest priority; the area of highest need was mathematics instruction. AHS teachers agreed widely on their abilities and on most-valued competencies; math and reading competencies showed great differences between "should" and "able to" statements. (Author/AJ)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

62755113

Center for Resource Development
in Adult Education
University of Missouri - Kansas City
for the
Utah State Board of Education

Adult Basic Education and Adult High School
Teacher Competency Inventory

- Utah -

James D. Peebles

September, 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

The project reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Grant No. OEG-73-5213-(Spear)

TABLE OF CONTENTS

Purpose of the Survey.	1
Data Collection and Analysis	2
Procedures	3
Results.	5
Demographic Characteristics	5
Rankings of Teacher Competencies.	6
Part I - ABE Teachers.	11
Part II - AHS Teachers	18
Conclusions and Implications	24
Appendix I - A	25
Appendix I - B	39

PURPOSE OF THE SURVEY

This survey was conducted by the Center for Resource Development at the University of Missouri-Kansas City for the Utah State Board of Education.

The chief purpose of the study was to determine patterns of instructional needs as perceived by teachers themselves. In order to address this purpose, answers to three questions were sought. From a broad array of possible instructional competencies -

1. Which competencies do teachers perceive as being of highest priority?
2. For which competencies do teachers feel they have the greatest ability to perform?
3. Which competencies do teachers rate highest in priority and lowest in their ability to perform?

DATA COLLECTION AND ANALYSIS

The Inventories were sent to the Coordinator of General Adult Education at the Utah State Board of Education, who was responsible for distribution to the Adult Basic Education and Adult High School teachers, their collection and return to the Center.

When the Inventories were received by the Center, they were coded, computer cards punched and data processed by an established program.

The competencies were ranked for each group of teachers separately (ABE and AHS) according to their perceptions of what teachers "should" be able to do, and what they "are" able to do. Using mean scores for ranking competencies, analyses were made of the following:

1. The twenty competencies given highest priority ("shoulds").
2. The twenty competencies teachers felt they were most able to accomplish ("cans").
3. The twenty competencies for which the greatest discrepancies appeared, between priority ("shoulds") and ability to do ("can").

The competencies are classified in one of the following four categories to further facilitate analyses of the results: Scope and Goal of Adult Education, Curriculum, Instructional Process, and the ABE (AE) Learner. The categories are defined as follows: Adult Education is a planned process by which men and women seek to increase their knowledge, understanding or attitude; Curriculum is a structured series of intended learning outcomes; Instructional Process is an organized plan established for the purpose of facilitating the learning of the Curriculum; and an ABE Learner is a person 16 years of age or older, who has not achieved an eighth grade education or functional equivalent and who is enrolled in an ABE program.

PROCEDURES

SAMPLE

The population surveyed in this study consisted of 69 ABE teachers and 186 AHS teachers employed in the State of Utah... Survey forms were sent to all teachers in the State in each group. Results of the survey are based on a return of 46 percent of ABE teachers and 32.4 percent of AHS teachers.

Originally, two survey instruments were sent to teachers for purposes of the study. In addition to the Inventory another questionnaire was included to analyze teacher perceptions of four dimensions of their work: (1) paraprofessional aides, (2) adult students, (3) professional preparation for adult teaching and, (4) program elements. Results of their inquiries have not been included with the present report. It was felt by the investigator that reporting this data could be misleading and rather than being useful to the State of Utah would be a disservice.

The rationale for not including this data involved several careful considerations. As noted above, the return of survey instruments by teachers was low from both groups (ABE-46 percent, AHS-32.4 percent). In each case, a majority of teachers were not heard from. Those who did respond may not necessarily be considered typical of all teachers in the potential groups. Without responses from those not responding, there is no way of knowing. Indeed, analyses of demographic data from the returns suggests those who did respond were atypical in that they were more experienced teachers in the field. It would not be purposeful to speculate about the majority of teachers who did not return the surveys.

On the other hand, experienced teachers have much to offer in analyzing competencies needed for adult education. Consequently, the analyses that follow, using the Inventory of Competencies, should be practicable and useful.

SURVEY INSTRUMENT

The Adult Basic Education Teacher Competency Inventory (revised October, 1974) was used as the survey instrument. Alternate forms of the Inventory are appended to their report (Appendix A-I, A-II).

The Inventory consists of 170 statements of teacher competency which had been previously established and validated.* On a scale of 0-7, teachers were asked to indicate for each competency the degree to which a teacher should be able to perform, and the degree to which they can perform.

*Mocker, Donald W., "The Identification, Classification and Ranking of Knowledge, Behaviors, and Attitudes Appropriate for Adult Basic Education Teachers." University of Missouri-Kansas City, 1974.

RESULTS

The results of the survey are presented in two parts. The first part includes data pertaining to competency survey responses of ABE teachers and the second part to AHS teachers.

DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE

ABE Teachers. The large majority of ABE teachers surveyed are part-time (74 percent), more frequently males (56 percent) than females (44 percent), and most (58 percent) are between the ages of 25-44. Most had five or more years (51 percent) teaching experience in ABE. Seventy-six types of certification are held with 62 held in elementary and secondary teaching. Some teachers indicated they were certified in more than one instructional area, although elementary and secondary teacher certification predominate. Approximately 42 percent have never attended an ABE training function.

AHS Teachers. Approximately 79 percent of AHS teachers work part-time. The great majority are males (77 percent). Most Adult High School teachers are between 25 and 44 years of age (74 percent). Typically teachers have five or more years experience in AHS education (45 percent). Almost all are certificated in secondary education. A majority have never attended an Adult High School training function (56 percent).

Tables I (ABE) and II (AHS) give frequency counts for teacher responses to demographic questions.

RANKING OF TEACHER COMPETENCIES

As indicated in the Procedures Section, the rank order of competency statements was established by using mean scores. The tables are arranged in order of the three questions asked by the study. Tables III - V deal with ABE teachers and Tables VI - VIII with AHS teachers.

TABLE I
DEMOGRAPHIC DATA
ABE TEACHERS

1. State Utah
2. Location of ABE Program (city) 69 ABE Teachers
3. What is your current position in ABE? (check one)
- (1) 48 ABE teacher, part-time (less than 20 hrs. per week)
 - (2) 12 ABE teacher, full-time (more than 20 hrs. per week)
 - (3) 2 ABE administrator, part-time (less than 20 hrs. per week)
 - (4) - ABE administrator, full-time (more than 20 hrs. per week)
 - (5) 1 Primarily ABE teacher, part-time ABE administrator
 - (6) 2 Primarily ABE administrator, part-time ABE teacher
4. If teacher/administrator part-time in ABE, what is full-time commitment:
- (1) 8 No full-time employment
 - (2) 11 Teaching-elementary (K-6)
 - (3) 13 Teaching-secondary (7-12)
 - (4) 1 Teaching-college, university
 - (5) 2 Counseling, guidance
 - (6) - Elementary school administrator
 - (7) 1 Secondary school administrator
 - (8) 4 Housewife
 - (9) 8 Other (specify) _____
5. Sex:
- (1) 29 Female
 - (2) 37 Male
6. Age:
- (1) 5 Under 25
 - (2) 21 25-34
 - (3) 17 35-44
 - (4) 9 45-54
 - (5) 7 55-65
 - (6) 6 Over 65

TABLE I -- Continued

7. What type of classes do you teach? (check one)
- (1) 7 ABE, 8th grade equivalency (only)
 - (2) 12 English as a Second Language (only)
 - (3) 7 ABE and ESL
 - (4) 15 Adult high school, high school completion
 - (5) 4 GED, high school equivalency
 - (6) 17 ABE and GED
 - (7) 2 Other (specify) _____
8. Years of experience in ABE:
- (1) 11 Less than 1 year
 - (2) 7 1 year
 - (3) 6 2 years
 - (4) 6 3 years
 - (5) 1 4 years
 - (6) 7 5 years
 - (7) 25 More than 5 years
9. What type of certificate do you hold? (check major area only)
- (1) 26 elementary
 - (2) 36 secondary
 - (3) 3 learning disabilities
 - (4) 8 special education
 - (5) - speech therapist
 - (6) 3 counseling and guidance
10. Most recent attendance at an ABE training function:
- (1) 10 during past six months
 - (2) 3 6 months to one year ago
 - (3) 22 more than one year ago
 - (4) 25 have never attended an ABE training function
11. Type of ABE training functions you have attended (may check more than one):
- (11) 18 lecture, conference (one day or less)
 - (12) 15 workshop (2-5 days)
 - (13) 10 institute (5 days or more)
 - (14) 18 college credit course
 - (15) 2 other (specify) _____

TABLE II
DEMOGRAPHIC DATA
AHS TEACHERS

1. State Utah
2. Location of AHS Program (city) 186 AHS Teachers
3. What is your current position in AHS? (check one)
 - (1) 144 AHS teacher, part-time (less than 20 hrs. per week)
 - (2) 30 AHS teacher, full-time (more than 20 hrs. per week)
 - (3) 4 AHS administrator, part-time (less than 20 hrs. per week)
 - (4) 2 AHS administrator, full-time (more than 20 hrs. per week)
 - (5) 2 Primarily AHS teacher, part-time AHS administrator
 - (6) - Primarily AHS administrator, part-time AHS teacher
4. If teacher/administrator part-time in AHS, what is full-time commitment:
 - (1) 6 No full-time employment
 - (2) - Teaching-elementary (K-6)
 - (3) 94 Teaching-secondary (7-12)
 - (4) - Teaching-college, university
 - (5) 10 Counseling, guidance
 - (6) - Elementary school administrator
 - (7) 4 Secondary school administrator
 - (8) 18 Housewife
 - (9) 12 Other (specify)
5. Sex:
 - (1) 42 Female
 - (2) 142 Male
6. Age:
 - (1) 8 Under 25
 - (2) 68 25-34
 - (3) 66 35-44
 - (4) 26 45-54
 - (5) 10 55-65
 - (6) 2 Over 65

TABLE II -- Continued

7. Years of experience in AHS:

(1) 26 Less than 1 year

(2) 16 1 year

(3) 20 2 years

(4) 23 3 years

(5) 15 4 years

(6) 10 5 years

(7) 71 More than 5 years

8. What type of certificate do you hold?

(check major area only)

(1) 6 elementary

(2) 165 secondary

(3) 2 learning disabilities

(4) 5 special education

(5) 1 speech therapist

(6) 15 counseling and guidance

9. Most recent attendance at an AHS training function:

(1) 29 during past six months

(2) 24 6 months to one year ago

(3) 27 more than one year ago

(4) 101 have never attended an AHS training function

10. Type of AHS training functions you have attended (may check more than one):

(11) 39 lecture, conference (one day or less)

(12) 30 workshop (2-5 days)

(13) 11 institute (5 days or more)

(14) 27 college credit course

(15) 1 other (specify) _____

PART I
ABE TEACHERS

The competency statements that follow were given highest priority by Adult Basic Education teachers. These are the competencies for which teachers were asked to respond on a score from 0 - 7, "To what degree should an ABE teacher be able to:" Competencies are listed in rank order according to mean (\bar{x}) values.

TABLE LII

An ABE teacher should be able to:

Rank	Comp. No.	Competency	Category
1	56	develop effective working relationships with learners.	IP
2	55	communicate effectively with learners.	IP
3	14	establish a basis for mutual respect with learners	L
4	8	adjust teaching to accommodate individual and group characteristics.	IP
5	101	maintain interest of students in classroom activities.	IP
6	118	develop a climate that will encourage learners to participate.	IP
7	88	reinforce positive attitudes toward learning.	IP
8	117	devise instructional strategies that will develop within the learners a sense of confidence.	IP
9	72	coordinate and supervise classroom activities.	IP
10	170	recognize the potentiality for growth in learners.	L

TABLE III -- Continued

Rank	Comp. No.	Competency	Category
11	89	adjust rate of instruction to the learners' rate of progress.	IP
12	141	place learners at their instructional level.	IP
13	96	maintain discipline in the classroom.	IP
14	159	participate in the process of evaluating one's own teaching effectiveness.	IP
15	11	select curriculum which will aid the learners in developing an interest in reading.	C
16	87	differentiate between teaching children and teaching adults.	S&G
17	153	select those components of a subject area which are essential to learners.	C
18	2	include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum.	C
19	86	use classrooms and other settings which provide for a comfortable learning environment.	IP
20	150.	determine those principles of learning which apply to adults.	L

Highest priority competencies for the most part are of the "Instructional Process" category. The reader should bear in mind that this category is also the largest, proportionately, in the total array of competency statements.

Adult Learner (L)	- 3
Curriculum (C)	- 2
Scope and Goal (S&G)	- 1
Instructional Process (IP)	-14
	20

Adult Basic Education teachers rated the following twenty competencies to be those in which they possessed the most ability. Responses on the survey form were made to the stimulus stem, "To what degree are you able to:..." followed by specific competency statements. Again, the twenty competencies are ranked according to their mean (\bar{x}) values.

TABLE IV

To what degree are you able to:

Rank	Comp. No.	Competency	Category
1	87	differentiate between teaching children and teaching adults.	S&G
2	118	develop a climate that will encourage learners to participate.	IP
3	149	operate duplicating equipment and instructional hardware.	IP
4	96	maintain discipline in the classroom.	IP
5	88	reinforce positive attitudes toward learning.	IP
6	55	communicate effectively with learners.	IP
7	56	develop effective working relationships with learners.	IP
8	124	demonstrate commitment to lifelong learning by participating in continuing education activities.	S&G
9	141	place learners at their instructional level.	IP
10	46	use humor in the classroom.	IP
11	86	use classrooms and other settings which provide for a comfortable learning environment.	IP
12	72	coordinate and supervise classroom activities.	IP
13	150	determine those principles of learning which apply to adults.	L

TABLE IV -- Continued

Rank	Comp. No.	Competency	Category
14	14	establish a basis for mutual respect with learners.	L
15	89	adjust rate of instruction to the learners' rate of progress.	IP
16	170	recognize the potentiality for growth in learners.	L
17	45	maintain a clean, orderly classroom.	IP
18	8	adjust teaching to accommodate individual and group characteristics.	IP
19	146	summarize and review the main points of a lesson or demonstration.	IP
20	95	plan independent study with learners.	IP

Summary of the results of Table IV indicates the following breakdown by category type:

Adult Learner (L)	- 3
Curriculum (C)	- 0
Scope and Goal (S&G)	- 2
Instructional Process (IP)	<u>-15</u>
	20

Taking the two lists together (Tables III and IV) it is noteworthy that 14 competency statements (70 percent) appear on both.

Comparison of the two preceding tables indicates that a number of competencies appear on both lists. Fourteen (70 percent) of the competency statements were rated by teachers as highest value ("should" be able to do) and also as those they were most "able" to do. Approximately the same proportion of statements (75 percent) on both lists come from the "Instructional Process" category. Next, in order of occurrence (three each) was the "ABE Learner". The "Scope and Goal" and "Curriculum" competency categories represented a small number of the top twenty on each list.

Differences between the means for competencies, the "teacher should have" and competencies the "teacher is able" to perform were computed and compared. All statements were ranked in order from the highest mean differences to the lowest. This analysis identifies those competencies for which teachers hold high priority and feel they have least ability to perform. It may be inferred that teachers feel they are undertrained in these abilities.

TABLE V

Competencies with greatest mean differences between "should be able to" and "am able to" perform.

Rank	Comp. No.	Competency	Category
1	148	adapt instructional activities for the physically handicapped.	IP
2	163	use the services of local ABE advisory committees.	IP
3	160	identify the major functions of community agencies which serve the social, educational and training needs of learners.	S&G
4	22	use appropriate methods and materials for teaching mathematics.	IP
5	94	diagnose learners' basic mathematical skills.	IP
6	165	select materials and activities which promote the learners' liberal education.	IP
7	74	select mathematic concepts according to logical order.	C
8	137	incorporate health and nutrition objectives into the curriculum.	C
9	114	use appropriate methods and materials to remedy deficiencies in mathematics.	IP
10	120	integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	IP

TABLE V -- Continued

Rank	Comp. No.	Competency	Category
11	144	select materials and activities which promote learning about practical government.	IP
12	131	relate knowledge of economic and labor market information to the vocational interests of learners.	IP
13	168	involve learners in the process of formulating instructional objectives.	IP
14	126	plan instructional activities which bring resources of the community to bear on needs of learners.	IP
15	119	select materials and activities which promote learning about ecology.	IP
16	91	aid the learner in obtaining employment or on-the-job training.	L
17	143	use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.	IP
18	123	use the services of state and local agencies responsible for adult basic education.	IP
19	100	incorporate consumer education into the curriculum.	C
20	34	interpret informal math inventories.	IP

Analyses of the results, although informal in nature, yield several patterns of response that may be useful. Major findings indicate the following:

1. Fifteen of the twenty competencies (75 percent) are from the "Instructional Process" category. Three of the remaining five competency statements are from the Curriculum category.
2. Six competency statements (30 percent) are concerned about aspects of mathematics instructions. It is evident that teachers view this area as a priority for learning.

PART II
AHS TEACHERS

The twenty competency statements listed below were given highest priority by Adult High School teachers. These are the competencies for which teachers were asked to respond on a scale from 0-7, "To what degree should an AHS teacher be able to..." A rating of "0" indicated that the competency was inappropriate or of lowest priority, and a rating of "7" indicated the highest priority. Competencies are listed in rank order according to mean (\bar{x}) values.

TABLE VI

An AHS teacher should be able to:

Rank	Comp. No.	Competency	Category
1	55	communicate effectively with learners.	IP
2	56	develop effective working relationships with learners.	IP
3	118	develop a climate that will encourage learners to participate.	IP
4	96	maintain discipline in the classroom.	IP
5	88	reinforce positive attitudes toward learning.	IP
6	101	maintain interest of students in classroom activities.	IP
7	14	establish a basis for mutual respect with learners.	L
8	89	adjust rate of instruction to the learners' rate of progress.	IP
9	31	identify the major topics and concepts of each subject he/she teaches.	C
10	87	differentiate between teaching children and teaching adults.	S&G

TABLE VI -- Continued

Rank	Comp. No.	Competency	Category
11	72	coordinate and supervise classroom activities.	IP
12	8	adjust teaching to accommodate individual and group characteristics.	IP
13	49	provide practical activities for learners which reinforce classroom instruction.	IP
14	46	use humor in the classroom.	IP
15	70	adjust program to respond to the changing needs of the learner.	IP
16	86	use classrooms and other settings which provide for a comfortable learning environment.	IP
17	117	devise instructional strategies that will develop within the learners a sense of confidence.	IP
18	146	summarize and review the main points of a lesson or demonstration.	IP
19	64	demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.	S&G
20	116	provide continuous feedback to learners on their educational progress.	IP

Summary by categories:

Adult Learner (L)	- 1
Curriculum (C)	- 1
Scope and Goal (S&G)	- 2
Instructional Process (IP)	<u>-16</u>

20

Adult High School teachers rated the following twenty competencies as those for which they possessed the greatest ability. Responses on the survey forms were made to the stimulus, "To what degree are you able to..." followed by specific competency statements. The competencies are ranked in order according to their mean (\bar{x}) values.

TABLE VII

To what degree are you able to:

Rank	Comp. No.	Competency	Category
1	96	maintain discipline in the classroom.	IP
2	56	develop effective working relationships with learners.	IP
3	55	communicate effectively with learners.	IP
4	46	use humor in the classroom.	IP
5	87	differentiate between teaching children and teaching adults.	S&G
6	146	summarize and review the main points of a lesson or demonstration.	IP
7	72	coordinate and supervise classroom activities.	IP
8	149	operate duplicating equipment and instructional hardware.	IP
9	36	make daily lesson plans.	IP
10	45	maintain a clean, orderly classroom.	IP
11	14	establish a basis for mutual respect with learners.	L
12	31	identify the major topics and concepts of each subject he/she teaches.	C
13	88	reinforce positive attitudes toward learning.	IP
14	118	develop a climate that will encourage learners to participate.	IP

TABLE VII -- Continued

Rank	Comp. No.	Competency	Category
15	86	use classrooms and other settings which provide for a comfortable learning environment.	IP
16	89	adjust rate of instruction to the learners' rate of progress.	IP
17	8	adjust teaching to accommodate individual and group characteristics.	IP
18	69	recognize the similarities and differences between general and vocational education.	S&G
19	70	adjust program to respond to the changing needs of the learner.	IP
20	101	maintain interest of students in classroom activities.	IP

Summary by Categories:

Adult Learner (L)	- 1
Curriculum (C)	- 1
Scope and Goal (S&G)	- 2
Instructional Process (IP)	<u>-16</u>
	20

Analysis of the data was carried out to determine which of the competencies were given highest priority (should be able to) by AHS teachers and lowest ratings in their ability to perform them (is able to). This analysis was accomplished by computing the difference between "should be able to" means and the "is able to" means. All competencies in the inventory were then ranked from high to low according to the magnitude of difference between the means. The twenty competencies with the greatest mean differences are included in the list below in rank order.

TABLE VIII

Competencies with greatest mean differences between "should be able to" and "am able to" perform.

Rank	Comp. No.	Competency	Category
1	156	administer informal reading inventories.	IP
2.	168	involve learners in formulating instructional objectives.	IP
3	114	use appropriate methods and materials to remedy deficiencies in mathematics.	IP
4	148	adapt instructional activities for the physically handicapped.	IP
5.	22	use appropriate methods and materials for teaching mathematics.	IP
6	155	include concepts of modern math when selecting curriculum.	C
7	74	select mathematic concepts according to logical order.	C
8	123	use the services of state and local agencies responsible for adult education.	IP
9	105	administer informal mat inventories.	IP
10	143	use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.	IP

TABLE VIII -- Continued

Rank	Comp. No.	Competency	Category
11	119	select materials and activities which promote learning about ecology.	IP
12	93	diagnose learners' basic mathematical skills.	IP
13	144	select materials and activities which promote learning about practical government.	IP
14	126	plan instructional activities which bring resources of the community to bear on needs of learners.	IP
15	154	use the language experience approach to teach reading.	IP
16	120	integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	IP
17	43	use appropriate methods and materials for teaching language arts.	IP
18	137	incorporate health and nutrition objectives into the curriculum.	C
19	91	aid the learner in obtaining employment or on-the-job training.	L
20	37	use appropriate materials and methods for specified reading deficiencies.	IP

Summary by Categories:

Adult Learner (L)	- 1
Curriculum (C)	- 3
Scope and Goal (S&G)	- 0
Instructional Process (IP)	<u>-16</u>
	20

CONCLUSIONS AND IMPLICATIONS

ABE Teachers

- A. Teachers feel they are most competent in those areas for which they rate highest priority.
- B. Results indicate that area of mathematic instruction is a priority need of teachers for staff development.
- C. Other areas of high need for staff training according to this analysis include:
 - 1. provisions for the physically handicapped.
 - 2. understanding and using services of related community agencies.
 - 3. greater emphasis on liberal education.
 - 4. relating reading problems to limitations of oral language ability.
 - 5. practical government, vocational interests and job training opportunities.

AHS Teachers

- A. Teachers agreed to a great extent on which competencies were most valued and for which they were most able. Sixteen competency statements appeared on both lists, or 80 percent agreement.
- B. Patterns that were evident in analysis of Table VIII (mean differences between "should" and "able to" included the following:
 - 1. Competencies related to mathematic instruction (No.'s 114, 22, 155, 74, 105, 143, 93).
 - 2. Competencies related to reading instruction (156, 154, 120, 43, 37).

(Note: Math and reading competency statements comprise 60 percent of those high priority statements.)

DEMOGRAPHIC DATA

Computer Space

___ / ___ / ___

1. State _____

2. Location of ABE Program (city) _____

3. What is your current position in ABE? (check one)

- (1) ___ ABE teacher, part-time (less than 20 hrs. per week)
- (2) ___ ABE teacher, full-time (more than 20 hrs. per week)
- (3) ___ ABE administrator, part-time (less than 20 hrs. per week)
- (4) ___ ABE administrator, full-time (more than 20 hrs. per week)
- (5) ___ Primarily ABE teacher, part-time ABE administrator
- (6) ___ Primarily ABE administrator, part-time ABE teacher

4. If teacher/administrator part-time in ABE, what is full-time commitment:

- (1) ___ No full-time employment
- (2) ___ Teaching-elementary (K-6)
- (3) ___ Teaching-secondary (7-12)
- (4) ___ Teaching-college, university
- (5) ___ Counseling, guidance
- (6) ___ Elementary school administrator
- (7) ___ Secondary school administrator
- (8) ___ Housewife
- (9) ___ Other (specify) _____

5. Sex:

- (1) ___ Female
- (2) ___ Male

6. Age:

- (1) ___ Under 25
- (2) ___ 25-34
- (3) ___ 35-44
- (4) ___ 45-54
- (5) ___ 55-65
- (6) ___ Over 65

Today's date _____

7. What type of classes do you teach? (check one)

- (1) ☐ ABE, 8th grade equivalency (only)
- (2) ☐ English as a Second Language (only)
- (3) ☐ ABE and ESL
- (4) ☐ Adult high school, high school completion
- (5) ☐ GED, high school equivalency
- (6) ☐ ABE and GED
- (7) ☐ Other (specify) _____

8. Years of experience in ABE:

- (1) ☐ Less than 1 year
- (2) ☐ 1 year
- (3) ☐ 2 years
- (4) ☐ 3 years
- (5) ☐ 4 years
- (6) ☐ 5 years
- (7) ☐ More than 5 years

9. What type of certificate do you hold?
(check major area only)

- (1) ☐ elementary
- (2) ☐ secondary
- (3) ☐ learning disabilities
- (4) ☐ special education
- (5) ☐ speech therapist
- (6) ☐ counseling and guidance

10. Most recent attendance at
an ABE training function:

- (1) ☐ during past six months
- (2) ☐ 6 months to one year ago
- (3) ☐ more than one year ago
- (4) ☐ have never attended an
ABE training function

11. Type of ABE training functions you have attended (may check more than one):

- (11) ☐ lecture, conference (one day or less)
- (12) ☐ workshop (2-5 days)
- (13) ☐ institute (5 days or more)
- (14) ☐ college credit course
- (15) ☐ other (specify) _____

PURPOSE

The purpose of this Inventory is twofold: 1) to determine what an ABE teacher should be able to do and 2) to determine the degree of competence which ABE teachers have.

DIRECTIONS

On the following pages are statements of abilities which may be needed by ABE teachers. FOR ITEMS 1-85, INDICATE THE DEGREE OF COMPETENCE YOU FEEL AN ABE TEACHER SHOULD HAVE. FOR ITEMS 86-170, INDICATE THE DEGREE OF COMPETENCE YOU FEEL YOU HAVE NOW.

Your response will be marked on a scale following each statement, as illustrated in the example below. On the scale, circle the **single** number which comes closest to your perception. "0" indicates **no** competence, and "7" indicates **complete** competence.

Example

To what degree **SHOULD** an ABE teacher be able to:

- organize and schedule individual learning activities

No Complete
0 1 2 3 4 **5** 6 7

In the above example, "5" is circled, indicating that the person who responded rates this ability high on the scale, yet does not feel that complete competence is needed.

IMPORTANT:

- Please respond to all statements.
- There are no right or wrong responses.
- Don't forget to look at the question at the top of the page. Statements 1-85 ask a different question than statements 86-170.

ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

No _____ Complete _____

To what degree SHOULD an ABE teacher be able to:

(circle only one)

- | | |
|---|-----------------|
| 1. use learners' oral language facility, including dialect, as the basis for developing skills in standard English. | 0 1 2 3 4 5 6 7 |
| 2. include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum. | 0 1 2 3 4 5 6 7 |
| 3. try novel and unique strategies in broadening horizons of learners. | 0 1 2 3 4 5 6 7 |
| 4. use the community development approach. | 0 1 2 3 4 5 6 7 |
| 5. explain what is individually prescribed instruction. | 0 1 2 3 4 5 6 7 |
| 6. prepare new teachers for innovative and changing programs. | 0 1 2 3 4 5 6 7 |
| 7. select materials and activities which promote learning about health and nutrition. | 0 1 2 3 4 5 6 7 |
| 8. adjust teaching to accommodate individual and group characteristics. | 0 1 2 3 4 5 6 7 |
| 9. assess anxieties about learning that are specific to identifiable groups of learners. | 0 1 2 3 4 5 6 7 |
| 10. determine reasons for low self-concept of learners. | 0 1 2 3 4 5 6 7 |
| 11. select curriculum which will aid the learners in developing an interest in reading. | 0 1 2 3 4 5 6 7 |
| 12. assess the effects of discrimination on the learners. | 0 1 2 3 4 5 6 7 |

To what degree SHOULD an ABE teacher be able to:

	No	Complete
13. select curriculum according to appropriate sequence, continuity and integration.	0 1 2 3 4 5 6 7	
14. establish a basis for mutual respect with learners.	0 1 2 3 4 5 6 7	
15. assist learners who desire to assume new roles in society.	0 1 2 3 4 5 6 7	
16. apply criteria for the selection and evaluation of instructional materials.	0 1 2 3 4 5 6 7	
17. arrange and conduct field trips.	0 1 2 3 4 5 6 7	
18. construct informal reading inventories.	0 1 2 3 4 5 6 7	
19. collect information on the learners' physical, mental and social development.	0 1 2 3 4 5 6 7	
20. recognize action words appropriate to a given behavior.	0 1 2 3 4 5 6 7	
21. incorporate ecology into the curriculum.	0 1 2 3 4 5 6 7	
22. use appropriate methods and materials for teaching mathematics.	0 1 2 3 4 5 6 7	
23. evaluate instructional objectives.	0 1 2 3 4 5 6 7	
24. apply basic principles of group dynamics and leadership techniques.	0 1 2 3 4 5 6 7	
25. differentiate between goals and objectives.	0 1 2 3 4 5 6 7	
26. collect information on the cultural and social forces that influence the learners.	0 1 2 3 4 5 6 7	
27. determine the modality(ies) by which individuals learn most effectively.	0 1 2 3 4 5 6 7	
28. design an instructional plan based on results of diagnostic tests.	0 1 2 3 4 5 6 7	
29. guide and counsel learners.	0 1 2 3 4 5 6 7	
30. describe the relationship of adult basic education to adult education.	0 1 2 3 4 5 6 7	
31. identify the major topics and concepts of each subject he/she teaches.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

Complete

No

- | | No | Complete |
|---|-----------------|----------|
| 32. select objectives from each of the domains (cognitive, psychomotor and affective). | 0 1 2 3 4 5 6 7 | |
| 33. interpret informal reading inventories. | 0 1 2 3 4 5 6 7 | |
| 34. interpret informal math inventories. | 0 1 2 3 4 5 6 7 | |
| 35. write objectives in behavioral terms. | 0 1 2 3 4 5 6 7 | |
| 36. make daily lesson plans. | 0 1 2 3 4 5 6 7 | |
| 37. use appropriate materials and methods for specified reading deficiencies. | 0 1 2 3 4 5 6 7 | |
| 38. construct profiles which reflect learners' attainment, potential and expectations in reading. | 0 1 2 3 4 5 6 7 | |
| 39. arrange flexible grouping for learning. | 0 1 2 3 4 5 6 7 | |
| 40. select materials and activities which develop study patterns. | 0 1 2 3 4 5 6 7 | |
| 41. design activities to develop problem solving abilities within learners. | 0 1 2 3 4 5 6 7 | |
| 42. use a system to keep records of learners' progress. | 0 1 2 3 4 5 6 7 | |
| 43. use appropriate methods and materials for teaching language arts. | 0 1 2 3 4 5 6 7 | |
| 44. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities. | 0 1 2 3 4 5 6 7 | |
| 45. maintain a clean, orderly classroom. | 0 1 2 3 4 5 6 7 | |
| 46. use humor in the classroom. | 0 1 2 3 4 5 6 7 | |
| 47. participate in the process of program evaluation. | 0 1 2 3 4 5 6 7 | |
| 48. apply knowledge of materials and procedures gained from other teachers. | 0 1 2 3 4 5 6 7 | |
| 49. provide practical activities for learners which reinforce classroom instruction. | 0 1 2 3 4 5 6 7 | |

To what degree SHOULD an ABE teacher be able to:

- | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Complete |
|---|---|---|---|---|---|---|---|---|----------|
| 50. select curriculum which emphasizes noteworthy current events. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 51. select curriculum which provides for the development of liberal education for the learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 52. select curriculum which integrates reading comprehension and vocabulary development with each content area. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 53. identify major causes of the literacy problem in the United States. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 54. use instructional materials which are congruent with specific curricular goals. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 55. communicate effectively with learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 56. develop effective working relationships with learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 57. list the major causes of reading difficulties in adult learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 58. relate the democratic process to everyday lives of learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 59. gather information on the economically disadvantaged in various ethnic groups. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 60. interpret the social structure and characteristics of the community. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 61. adjust instruction to provide for the social, psychological and physiological effects of aging. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 62. give examples of concepts and principles. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 63. identify the learners' interests and level of aspiration. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 64. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 65. write instructional materials. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 66. function in a team teaching situation. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

To what degree SHOULD an ABE teacher be able to:

	2	Complete
67. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	0 1 2 3 4 5 6 7	
68. analyze reasons for learners' participating in educational programs.	0 1 2 3 4 5 6 7	
69. recognize the similarities and differences between general and vocational education.	0 1 2 3 4 5 6 7	
70. adjust program to respond to the changing needs of learners.	0 1 2 3 4 5 6 7	
71. identify new developments, recent recommendations and current issues in adult education.	0 1 2 3 4 5 6 7	
72. coordinate and supervise classroom activities.	0 1 2 3 4 5 6 7	
73. identify similarities and differences between two or more educational philosophies.	0 1 2 3 4 5 6 7	
74. select mathematic concepts according to logical order.	0 1 2 3 4 5 6 7	
75. apply concepts of liberal education to adult basic education.	0 1 2 3 4 5 6 7	
76. select curriculum which develops study patterns.	0 1 2 3 4 5 6 7	
77. diagnose learners' basic reading skills.	0 1 2 3 4 5 6 7	
78. interpret and use the results of standardized achievement tests.	0 1 2 3 4 5 6 7	
79. select curriculum which will develop word attack skills.	0 1 2 3 4 5 6 7	
80. use knowledge of adult developmental characteristics to select curriculum.	0 1 2 3 4 5 6 7	
81. apply theory to the process of program development.	0 1 2 3 4 5 6 7	
82. select curriculum which will develop all levels of reading comprehension.	0 1 2 3 4 5 6 7	
83. maintain current information concerning commercial instructional materials.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

84. apply generalizations to specific situations.

No	Complete
0	1
2	3
4	5
6	7

85. select curriculum which will develop oral language skills.

0	1	2	3	4	5	6	7
---	---	---	---	---	---	---	---

IMPORTANT: You are now going to be asked to indicate the degree of competence you HAVE.

To what degree are YOU able to:

No Complete

- | | |
|--|-----------------|
| 86. use classrooms and other settings which provide for a comfortable learning environment. | 0 1 2 3 4 5 6 7 |
| 87. differentiate between teaching children and teaching adults. | 0 1 2 3 4 5 6 7 |
| 88. reinforce positive attitudes toward learning. | 0 1 2 3 4 5 6 7 |
| 89. adjust rate of instruction to the learners' rate of progress. | 0 1 2 3 4 5 6 7 |
| 90. use criterion-referenced evaluation instruments. | 0 1 2 3 4 5 6 7 |
| 91. aid the learner in obtaining employment or on-the-job training. | 0 1 2 3 4 5 6 7 |
| 92. select curriculum which will help learners control and adjust to change. | 0 1 2 3 4 5 6 7 |
| 93. diagnose learners' basic mathematical skills. | 0 1 2 3 4 5 6 7 |
| 94. refer learners to community agencies for specific social, educational and training needs. | 0 1 2 3 4 5 6 7 |
| 95. plan independent study with learners. | 0 1 2 3 4 5 6 7 |
| 96. maintain discipline in the classroom. | 0 1 2 3 4 5 6 7 |
| 97. determine the difficulty, validity and reliability of teacher-made tests. | 0 1 2 3 4 5 6 7 |
| 98. select materials and activities which promote consumer education. | 0 1 2 3 4 5 6 7 |
| 99. design instructional strategies to develop all levels of comprehension within the cognitive domain. | 0 1 2 3 4 5 6 7 |
| 100. incorporate consumer education into the curriculum. | 0 1 2 3 4 5 6 7 |
| 101. maintain interest of students in classroom activities. | 0 1 2 3 4 5 6 7 |
| 102. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions. | 0 1 2 3 4 5 6 7 |
| 103. analyze the impact of prior educational experiences upon learners. | 0 1 2 3 4 5 6 7 |

To what degree are YOU able to:

	No	Complete
104. interpret national, state and local objectives of adult basic education.	0 1 2 3 4 5 6 7	
105. administer informal math inventories.	0 1 2 3 4 5 6 7	
106. operate a learning laboratory.	0 1 2 3 4 5 6 7	
107. identify causes of discrimination.	0 1 2 3 4 5 6 7	
108. use information from professional journals, organizations and associations.	0 1 2 3 4 5 6 7	
109. gather information concerning psychological problems of the learners.	0 1 2 3 4 5 6 7	
110. adjust the administration and interpretation of tests according to the behavioral characteristics of adults.	0 1 2 3 4 5 6 7	
111. identify and analyze terminal behaviors.	0 1 2 3 4 5 6 7	
112. construct audio-visual materials.	0 1 2 3 4 5 6 7	
113. interpret the adult basic education program to other teachers and the community.	0 1 2 3 4 5 6 7	
114. use appropriate methods and materials to remedy deficiencies in mathematics.	0 1 2 3 4 5 6 7	
115. interpret social characteristics of learners.	0 1 2 3 4 5 6 7	
116. provide continuous feedback to learners on their educational progress.	0 1 2 3 4 5 6 7	
117. devise instructional strategies that will develop within the learners a sense of confidence.	0 1 2 3 4 5 6 7	
118. develop a climate that will encourage learners to participate.	0 1 2 3 4 5 6 7	
119. select materials and activities which promote learning about ecology.	0 1 2 3 4 5 6 7	
120. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

- | | 2 | Complete |
|---|-----------------|----------|
| 121. apply principles of attitude and behavior change in the instructional process. | 0 1 2 3 4 5 6 7 | |
| 122. develop generalizations supported by facts. | 0 1 2 3 4 5 6 7 | |
| 123. use the services of state and local agencies responsible for adult basic education. | 0 1 2 3 4 5 6 7 | |
| 124. demonstrate commitment to lifelong learning by participating in continuing education activities. | 0 1 2 3 4 5 6 7 | |
| 125. apply pertinent research. | 0 1 2 3 4 5 6 7 | |
| 126. plan instructional activities which bring resources of the community to bear on needs of learners. | 0 1 2 3 4 5 6 7 | |
| 127. use techniques to facilitate recall. | 0 1 2 3 4 5 6 7 | |
| 128. administer standardized tests. | 0 1 2 3 4 5 6 7 | |
| 129. choose tests that yield necessary data on learners. | 0 1 2 3 4 5 6 7 | |
| 130. recruit the learners. | 0 1 2 3 4 5 6 7 | |
| 131. relate knowledge of economic and labor market information to the vocational interests of learners. | 0 1 2 3 4 5 6 7 | |
| 132. select curriculum which will promote development of the learners' reading vocabulary. | 0 1 2 3 4 5 6 7 | |
| 133. select instructional materials which relate to the background of learners. | 0 1 2 3 4 5 6 7 | |
| 134. recognize the value system of learners to be appropriate for the environment in which they live. | 0 1 2 3 4 5 6 7 | |
| 135. use programmed and self-directed instructional materials. | 0 1 2 3 4 5 6 7 | |
| 136. use techniques of public relations. | 0 1 2 3 4 5 6 7 | |
| 137. incorporate health and nutrition objectives into the curriculum. | 0 1 2 3 4 5 6 7 | |
| 138. use behaviorally stated objectives. | 0 1 2 3 4 5 6 7 | |
| 139. use mass media for educational purposes. | 0 1 2 3 4 5 6 7 | |

To what degree are YOU able to:

	No	Complete
140. apply synthetic and analytic word learning methods as determined by diagnosis.	0 1 2 3 4 5 6 7	
141. place learners at their instructional level.	0 1 2 3 4 5 6 7	
142. Incorporate practical government into the curriculum.	0 1 2 3 4 5 6 7	
143. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.	0 1 2 3 4 5 6 7	
144. select materials and activities which promote learning about practical government.	0 1 2 3 4 5 6 7	
145. apply basic principles of adult learning to instructional situations.	0 1 2 3 4 5 6 7	
146. summarize and review the main points of a lesson or demonstration.	0 1 2 3 4 5 6 7	
147. administer Interest Inventories.	0 1 2 3 4 5 6 7	
148. adapt instructional activities for the physically handicapped.	0 1 2 3 4 5 6 7	
149. operate duplicating equipment and instructional hardware.	0 1 2 3 4 5 6 7	
150. determine those principles of learning which apply to adults.	0 1 2 3 4 5 6 7	
151. select reading curriculum according to logical order.	0 1 2 3 4 5 6 7	
152. relate instructional content to the life of learners.	0 1 2 3 4 5 6 7	
153. select those components of a subject area which are essential to learners.	0 1 2 3 4 5 6 7	
154. use the language experience approach to teach reading.	0 1 2 3 4 5 6 7	
155. Include concepts of modern math when selecting curriculum.	0 1 2 3 4 5 6 7	
156. administer Informal reading Inventories.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

No Complete

- | | |
|---|-----------------|
| 157. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society. | 0 1 2 3 4 5 6 7 |
| 158. recognize the historic and contemporary approaches to literacy. | 0 1 2 3 4 5 6 7 |
| 159. participate in the process of evaluating one's own teaching effectiveness. | 0 1 2 3 4 5 6 7 |
| 160. identify the major functions of community agencies which serve the social, educational and training needs of learners. | 0 1 2 3 4 5 6 7 |
| 161. describe the learning characteristics of the adult. | 0 1 2 3 4 5 6 7 |
| 162. construct informal tests and measurement techniques to evaluate learners' achievements. | 0 1 2 3 4 5 6 7 |
| 163. use the services of local adult basic education advisory committees. | 0 1 2 3 4 5 6 7 |
| 164. identify potential talents of learners. | 0 1 2 3 4 5 6 7 |
| 165. select materials and activities which promote the learners' liberal education. | 0 1 2 3 4 5 6 7 |
| 166. recognize the nature and intent of adult basic education legislation including financing. | 0 1 2 3 4 5 6 7 |
| 167. determine modes and rates of instruction through diagnosis. | 0 1 2 3 4 5 6 7 |
| 168. involve learners in the process of formulating instructional objectives. | 0 1 2 3 4 5 6 7 |
| 169. relate classroom activities to the job experiences of learners. | 0 1 2 3 4 5 6 7 |
| 170. recognize the potentiality for growth in learners. | 0 1 2 3 4 5 6 7 |

Please identify any other abilities which you feel should be included:

1. _____
2. _____

DEMOGRAPHIC DATA

Computer Space

--- / --- / ---

1. State _____
2. Location of ABE Program (city) _____
3. What is your current position in ABE? (check one)
- (1) _____ ABE teacher, part-time (less than 20 hrs. per week)
- (2) _____ ABE teacher, full-time (more than 20 hrs. per week)
- (3) _____ ABE administrator, part-time (less than 20 hrs. per week)
- (4) _____ ABE administrator, full-time (more than 20 hrs. per week)
- (5) _____ Primarily ABE teacher, part-time ABE administrator
- (6) _____ Primarily ABE administrator, part-time ABE teacher

4. If teacher/administrator part-time
in ABE, what is full-time commitment:

- (1) _____ No full-time employment
- (2) _____ Teaching-elementary (K-6)
- (3) _____ Teaching-secondary (7-12)
- (4) _____ Teaching-college, university
- (5) _____ Counseling, guidance
- (6) _____ Elementary school administrator
- (7) _____ Secondary school administrator
- (8) _____ Housewife
- (9) _____ Other (specify) _____

5. Sex:

- (1) _____ Female
- (2) _____ Male

6. Age:

- (1) _____ Under 25
- (2) _____ 25-34
- (3) _____ 35-44
- (4) _____ 45-54
- (5) _____ 55-65
- (6) _____ Over 65

Today's date _____

7. What type of classes do you teach? (check one)

- (1) ☐ ABE, 8th grade equivalency (only)
- (2) ☐ English as a Second Language (only)
- (3) ☐ ABE and-ESL
- (4) ☐ Adult high school, high school completion
- (5) ☐ GED, high school equivalency
- (6) ☐ ABE and GED
- (7) ☐ Other (specify) _____

8. Years of experience in ABE:

- (1) ☐ Less than 1 year
- (2) ☐ 1 year
- (3) ☐ 2 years
- (4) ☐ 3 years
- (5) ☐ 4 years
- (6) ☐ 5 years
- (7) ☐ More than 5 years

9. What type of certificate do you hold?
(check major area only)

- (1) ☐ elementary
- (2) ☐ secondary
- (3) ☐ learning disabilities
- (4) ☐ special education
- (5) ☐ speech therapist
- (6) ☐ counseling and guidance

10. Most recent attendance at
an ABE training function:

- (1) ☐ during past six months
- (2) ☐ 6 months to one year ago
- (3) ☐ more than one year ago
- (4) ☐ have never attended an ABE training function

11. Type of ABE training functions you have attended (may check more than one):

- (11) ☐ lecture, conference (one day or less)
- (12) ☐ workshop (2-5 days)
- (13) ☐ Institute (5 days or more)
- (14) ☐ college credit course
- (15) ☐ other (specify) _____

PURPOSE

The purpose of this Inventory is twofold: 1) to determine what an ABE teacher should be able to do and 2) to determine the degree of competence which ABE teachers have.

DIRECTIONS

On the following pages are statements of abilities which may be needed by ABE teachers. FOR ITEMS 1-85, INDICATE THE DEGREE OF COMPETENCE YOU FEEL YOU HAVE NOW. FOR ITEMS 86-170, INDICATE THE DEGREE OF COMPETENCE YOU FEEL AN ABE TEACHER SHOULD HAVE.

Your response will be marked on a scale following each statement, as illustrated in the example below. On the scale, circle the single number which comes closest to your perception. "0" indicates no competence, and "7" indicates complete competence.

Example

To what degree are YOU able to:

- organize and schedule individual learning activities

No

Complete

0 1 2 3 4 ⑤ 6 7

In the above example, "5" is circled, indicating that the person who responded rates his/her ability high on the scale, yet does not feel he/she has complete competence.

IMPORTANT:

- Please respond to all statements.
- There are no right or wrong responses.
- Don't forget to look at the question at the top of the page. Statements 1-85 ask a different question than statements 86-170.

ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

No _____ Complete _____

To what degree are YOU able to

(circle only one)

- | | |
|---|-----------------|
| 1. use learners' oral language facility, including dialect, as the basis for developing skills in standard English. | 0 1 2 3 4 5 6 7 |
| 2. include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum. | 0 1 2 3 4 5 6 7 |
| 3. try novel and unique strategies in broadening horizons of learners. | 0 1 2 3 4 5 6 7 |
| 4. use the community development approach. | 0 1 2 3 4 5 6 7 |
| 5. explain what is individually prescribed instruction. | 0 1 2 3 4 5 6 7 |
| 6. prepare new teachers for innovative and changing programs. | 0 1 2 3 4 5 6 7 |
| 7. select materials and activities which promote learning about health and nutrition. | 0 1 2 3 4 5 6 7 |
| 8. adjust teaching to accommodate individual and group characteristics. | 0 1 2 3 4 5 6 7 |
| 9. assess anxieties about learning that are specific to identifiable groups of learners. | 0 1 2 3 4 5 6 7 |
| 10. determine reasons for low self-concept of learners. | 0 1 2 3 4 5 6 7 |
| 11. select curriculum which will aid the learners in developing an interest in reading. | 0 1 2 3 4 5 6 7 |
| 12. assess the effects of discrimination on the learners. | 0 1 2 3 4 5 6 7 |

To what degree are YOU able to:

	No	Complete
13. select curriculum according to appropriate sequence, continuity and integration.	0 1 2 3 4 5 6 7	
14. establish a basis for mutual respect with learners.	0 1 2 3 4 5 6 7	
15. assist learners who desire to assume new roles in society.	0 1 2 3 4 5 6 7	
16. apply criteria for the selection and evaluation of instructional materials.	0 1 2 3 4 5-6 7	
17. arrange and conduct field trips.	0 1 2 3 4 5 6 7	
18. construct informal reading inventories.	0 1 2 3 4 5 6 7	
19. collect information on the learners' physical, mental and social development.	0 1 2 3 4 5 6 7	
20. recognize action words appropriate to a given behavior.	0 1 2 3 4 5 6 7	
21. incorporate ecology into the curriculum.	0 1 2 3 4 5 6 7	
22. use appropriate methods and materials for teaching mathematics.	0 1 2 3 4 5 6 7	
23. evaluate instructional objectives.	0 1 2 3 4 5 6 7	
24. apply basic principles of group dynamics and leadership techniques.	0 1 2 3 4 5 6 7	
25. differentiate between goals and objectives.	0 1 2 3 4 5 6-7	
26. collect information on the cultural and social forces that influence the learners.	0 1 2 3 4 5 6 7	
27. determine the modality(ies) by which individuals learn most effectively.	0 1 2 3 4 5 6 7	
28. design an instructional plan based on results of diagnostic tests.	0 1-2 3 4 5 6 7	
29. guide and counsel learners.	0 1 2 3 4 5 6 7	
30. describe the relationship of adult basic education to adult education.	0 1 2 3 4 5 6 7	
31. identify the major topics and concepts of each subject he/she teaches.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

	No	Complete
32. select objectives from each of the domains (cognitive, psychomotor and affective).	0 1 2 3 4 5 6 7	
33. interpret informal reading inventories.	0 1 2 3 4 5 6 7	
34. interpret informal math inventories.	0 1 2 3 4 5 6 7	
35. write objectives in behavioral terms.	0 1 2 3 4 5 6 7	
36. make daily lesson plans.	0 1 2 3 4 5 6 7	
37. use appropriate materials and methods for specified reading deficiencies.	0 1 2 3 4 5 6 7	
38. construct profiles which reflect learners' attainment, potential and expectations in reading.	0 1 2 3 4 5 6 7	
39. arrange flexible grouping for learning.	0 1 2 3 4 5 6 7	
40. select materials and activities which develop study patterns.	0 1 2 3 4 5 6 7	
41. design activities to develop problem solving abilities within learners.	0 1 2 3 4 5 6 7	
42. use a system to keep records of learners' progress.	0 1 2 3 4 5 6 7	
43. use appropriate methods and materials for teaching language arts.	0 1 2 3 4 5 6 7	
44. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.	0 1 2 3 4 5 6 7	
45. maintain a clean, orderly classroom.	0 1 2 3 4 5 6 7	
46. use humor in the classroom.	0 1 2 3 4 5 6 7	
47. participate in the process of program evaluation.	0 1 2 3 4 5 6 7	
48. apply knowledge of materials and procedures gained from other teachers.	0 1 2 3 4 5 6 7	
49. provide practical activities for learners which reinforce classroom instruction.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

	No	Complete
50. select curriculum which emphasizes noteworthy current events.	0 1 2 3 4 5 6 7	
51. select curriculum which provides for the development of liberal education for the learners.	0 1 2 3 4 5 6 7	
52. select curriculum which integrates reading comprehension and vocabulary development with each content area.	0 1 2 3 4 5 6 7	
53. identify major causes of the literacy problem in the United States.	0 1 2 3 4 5 6 7	
54. use instructional materials which are congruent with specific curricular goals.	0 1 2 3 4 5 6 7	
55. communicate effectively with learners.	0 1 2 3 4 5 6 7	
56. develop effective working relationships with learners.	0 1 2 3 4 5 6 7	
57. list the major causes of reading difficulties in adult learners.	0 1 2 3 4 5 6 7	
58. relate the democratic process to everyday lives of learners.	0 1 2 3 4 5 6 7	
59. gather information on the economically disadvantaged in various ethnic groups.	0 1 2 3 4 5 6 7	
60. interpret the social structure and characteristics of the community.	0 1 2 3 4 5 6 7	
61. adjust instruction to provide for the social, psychological and physiological effects of aging.	0 1 2 3 4 5 6 7	
62. give examples of concepts and principles.	0 1 2 3 4 5 6 7	
63. identify the learners' interests and level of aspiration.	0 1 2 3 4 5 6 7	
64. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.	0 1 2 3 4 5 6 7	
65. write instructional materials.	0 1 2 3 4 5 6 7	
66. function in a team teaching situation.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

No _____ Complete

- | | |
|--|-----------------|
| 67. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans. | 0 1 2 3 4 5 6 7 |
| 68. analyze reasons for learners' participating in educational programs. | 0 1 2 3 4 5 6 7 |
| 69. recognize the similarities and differences between general and vocational education. | 0 1 2 3 4 5 6 7 |
| 70. adjust program to respond to the changing needs of learners. | 0 1 2 3 4 5 6 7 |
| 71. identify new developments, recent recommendations and current issues in adult education. | 0 1 2 3 4 5 6 7 |
| 72. coordinate and supervise classroom activities. | 0 1 2 3 4 5 6 7 |
| 73. identify similarities and differences between two or more educational philosophies. | 0 1 2 3 4 5 6 7 |
| 74. select mathematic concepts according to logical order. | 0 1 2 3 4 5 6 7 |
| 75. apply concepts of liberal education to adult basic education. | 0 1 2 3 4 5 6 7 |
| 76. select curriculum which develops study patterns. | 0 1 2 3 4 5 6 7 |
| 77. diagnose learners' basic reading skills. | 0 1 2 3 4 5 6 7 |
| 78. interpret and use the results of standardized achievement tests. | 0 1 2 3 4 5 6 7 |
| 79. select curriculum which will develop word attack skills. | 0 1 2 3 4 5 6 7 |
| 80. use knowledge of adult developmental characteristics to select curriculum. | 0 1 2 3 4 5 6 7 |
| 81. apply theory to the process of program development. | 0 1 2 3 4 5 6 7 |
| 82. select curriculum which will develop all levels of reading comprehension. | 0 1 2 3 4 5 6 7 |
| 83. maintain current information concerning commercial instructional materials. | 0 1 2 3 4 5 6 7 |

To what degree are YOU able to:

No

Complete

84. apply generalizations to specific situations.

0 1 2 3 4 5 6 7

85. select curriculum which will develop oral language skills.

0 1 2 3 4 5 6 7

IMPORTANT: You are now going to be asked to indicate the degree of competence which an ABE teacher SHOULD have.

To what degree SHOULD an ABE teacher be able to:

	No	Complete
86. use classrooms and other settings which provide for a comfortable learning environment.	0 1 2 3 4 5 6 7	
87. differentiate between teaching children and teaching adults.	0 1 2 3 4 5 6 7	
88. reinforce positive attitudes toward learning.	0 1 2 3 4 5 6 7	
89. adjust rate of instruction to the learners' rate of progress.	0 1 2 3 4 5 6 7	
90. use criterion-referenced evaluation instruments.	0 1 2 3 4 5 6 7	
91. aid the learner in obtaining employment or on-the-job training.	0 1 2 3 4 5 6 7	
92. select curriculum which will help learners control and adjust to change.	0 1 2 3 4 5 6 7	
93. diagnose learners' basic mathematical skills.	0 1 2 3 4 5 6 7	
94. refer learners to community agencies for specific social, educational and training needs.	0 1 2 3 4 5 6 7	
95. plan independent study with learners.	0 1 2 3 4 5 6 7	
96. maintain discipline in the classroom.	0 1 2 3 4 5 6 7	
97. determine the difficulty, validity and reliability of teacher-made tests.	0 1 2 3 4 5 6 7	
98. select materials and activities which promote consumer education.	0 1 2 3 4 5 6 7	
99. design instructional strategies to develop all levels of comprehension within the cognitive domain.	0 1 2 3 4 5 6 7	
100. incorporate consumer education into the curriculum.	0 1 2 3 4 5 6 7	
101. maintain interest of students in classroom activities.	0 1 2 3 4 5 6 7	
102. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	0 1 2 3 4 5 6 7	
103. analyze the impact of prior educational experiences upon learners.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

	No	Complete
104. Interpret national, state and local objectives of adult basic education.	0 1 2 3 4 5 6 7	
105. administer informal math inventories.	0 1 2 3 4 5 6 7	
106. operate a learning laboratory.	0 1 2 3 4 5 6 7	
107. Identify causes of discrimination.	0 1 2 3 4 5 6 7	
108. use information from professional journals, organizations and associations.	0 1 2 3 4 5 6 7	
109. gather information concerning psychological problems of the learners.	0 1 2 3 4 5 6 7	
110. adjust the administration and interpretation of tests according to the behavioral characteristics of adults.	0 1 2 3 4 5 6 7	
111. identify and analyze terminal behaviors.	0 1 2 3 4 5 6 7	
112. construct audio-visual materials.	0 1 2 3 4 5 6 7	
113. interpret the adult basic education program to other teachers and the community.	0 1 2 3 4 5 6 7	
114. use appropriate methods and materials to remedy deficiencies in mathematics.	0 1 2 3 4 5 6 7	
115. Interpret social characteristics of learners.	0 1 2 3 4 5 6 7	
116. provide continuous feedback to learners on their educational progress.	0 1 2 3 4 5 6 7	
117. devise instructional strategies that will develop within the learners a sense of confidence.	0 1 2 3 4 5 6 7	
118. develop a climate that will encourage learners to participate.	0 1 2 3 4 5 6 7	
119. select materials and activities which promote learning about ecology.	0 1 2 3 4 5 6 7	
120. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

No Complete

- | | |
|---|-----------------|
| 121. apply principles of attitude and behavior change in the instructional process. | 0 1 2 3 4 5 6 7 |
| 122. develop generalizations supported by facts. | 0 1 2 3 4 5 6 7 |
| 123. use the services of state and local agencies responsible for adult basic education. | 0 1 2 3 4 5 6 7 |
| 124. demonstrate commitment to lifelong learning by participating in continuing education activities. | 0 1 2 3 4 5 6 7 |
| 125. apply pertinent research. | 0 1 2 3 4 5 6 7 |
| 126. plan instructional activities which bring resources of the community to bear on needs of learners. | 0 1 2 3 4 5 6 7 |
| 127. use techniques to facilitate recall. | 0 1 2 3 4 5 6 7 |
| 128. administer standardized tests. | 0 1 2 3 4 5 6 7 |
| 129. choose tests that yield necessary data on learners. | 0 1 2 3 4 5 6 7 |
| 130. recruit the learners. | 0 1 2 3 4 5 6 7 |
| 131. relate knowledge of economic and labor market information to the vocational interests of learners. | 0 1 2 3 4 5 6 7 |
| 132. select curriculum which will promote development of the learners' reading vocabulary. | 0 1 2 3 4 5 6 7 |
| 133. select instructional materials which relate to the background of learners. | 0 1 2 3 4 5 6 7 |
| 134. recognize the value system of learners to be appropriate for the environment in which they live. | 0 1 2 3 4 5 6 7 |
| 135. use programmed and self-directed instructional materials. | 0 1 2 3 4 5 6 7 |
| 136. use techniques of public relations. | 0 1 2 3 4 5 6 7 |
| 137. incorporate health and nutrition objectives into the curriculum. | 0 1 2 3 4 5 6 7 |
| 138. use behaviorally stated objectives. | 0 1 2 3 4 5 6 7 |
| 139. use mass media for educational purposes. | 0 1 2 3 4 5 6 7 |

To what degree SHOULD an ABE teacher be able to:

	No	Complete
140. apply synthetic and analytic word learning methods as determined by diagnosis.	0 1 2 3 4 5 6 7	
141. place learners at their instructional level.	0 1 2 3 4 5 6 7	
142. incorporate practical government into the curriculum.	0 1 2 3 4 5 6 7	
143. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.	0 1 2 3 4 5 6 7	
144. select materials and activities which promote learning about practical government.	0 1 2 3 4 5 6 7	
145. apply basic principles of adult learning to instructional situations.	0 1 2 3 4 5 6 7	
146. summarize and review the main points of a lesson or demonstration.	0 1 2 3 4 5 6 7	
147. administer interest inventories.	0 1 2 3 4 5 6 7	
148. adapt instructional activities for the physically handicapped.	0 1 2 3 4 5 6 7	
149. operate duplicating equipment and instructional hardware.	0 1 2 3 4 5 6 7	
150. determine those principles of learning which apply to adults.	0 1 2 3 4 5 6 7	
151. select reading curriculum according to logical order.	0 1 2 3 4 5 6 7	
152. relate instructional content to the life of learners.	0 1 2 3 4 5 6 7	
153. select those components of a subject area which are essential to learners.	0 1 2 3 4 5 6 7	
154. use the language experience approach to teach reading.	0 1 2 3 4 5 6 7	
155. include concepts of modern math when selecting curriculum.	0 1 2 3 4 5 6 7	
156. administer informal reading inventories.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

0 1 2 3 4 5 6 7
Complete

- | | |
|---|-----------------|
| 157. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society. | 0 1 2 3 4 5 6 7 |
| 158. recognize the historic and contemporary approaches to literacy. | 0 1 2 3 4 5 6 7 |
| 159. participate in the process of evaluating one's own teaching effectiveness. | 0 1 2 3 4 5 6 7 |
| 160. identify the major functions of community agencies which serve the social, educational and training needs of learners. | 0 1 2 3 4 5 6 7 |
| 161. describe the learning characteristics of the adult. | 0 1 2 3 4 5 6 7 |
| 162. construct informal tests and measurement techniques to evaluate learners' achievements. | 0 1 2 3 4 5 6 7 |
| 163. use the services of local adult basic education advisory committees. | 0 1 2 3 4 5 6 7 |
| 164. identify potential talents of learners. | 0 1 2 3 4 5 6 7 |
| 165. select materials and activities which promote the learners' liberal education. | 0 1 2 3 4 5 6 7 |
| 166. recognize the nature and intent of adult basic education legislation including financing. | 0 1 2 3 4 5 6 7 |
| 167. determine modes and rates of instruction through diagnosis. | 0 1 2 3 4 5 6 7 |
| 168. involve learners in the process of formulating instructional objectives. | 0 1 2 3 4 5 6 7 |
| 169. relate classroom activities to the job experiences of learners. | 0 1 2 3 4 5 6 7 |
| 170. recognize the potentiality for growth in learners. | 0 1 2 3 4 5 6 7 |

Please identify any other abilities which you feel should be included:

1. _____

2. _____
